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A choice of futures

The Architects' Journal has been celebrating the end of Silver Jubilee Year with a futuristic look at Britain in the year of the Golden Jubilee.

One man, one vote, one lesson...

What is clear is that the most important issue in the struggle now between black and white in South Africa is education. Robert Birley on Ernst G. Malherbe's Education in South Africa Vol II 1923-75

In 1925 a history of education in South Africa from 1652 to 1922 was published and it was quickly recognized that it was a definitive study of the subject.

Since then the author, Dr Ernst Malherbe, has been Director of Military Intelligence in the South African army from 1940 to 1945 and Vice-Chancellor of the University of Natal from 1945 to 1965.

Anyone who in the future will write of the history of South Africa during this critical half century is going to find this book indispensable. It is not only that it gives a mastery and very detailed account of the educational development of the country.

The first was the way in which schools became the main battleground for the Afrikaners as they fought and won their political struggle with the English, culminating in the victory of the National Party in the General Election of 1948.

Has there been anything more surprising in recent years than the way in which African children of the age of 13 or 14 have played such a prominent part in the great political upheaval which began in June last year with demonstrations by school children in Soweto?

South Africa gained its independence as a member of the Commonwealth in 1960. Although the Afrikaners outnumbered by a little, the English speaking whites, power was in the hands of the latter for the next 30 years, though it should not be forgotten that the three leading statesmen of the period, Botha, Smuts and Herzog, were all Afrikaners and that there were those who hoped for a united nation - whites only, of course.

ing than encouraging and more familiar than strange. There is the usual reification towards technology. Hobbies would clearly have made a good futuristic: the future, it seems, is to be dominated by a growth of bureaucracy and the cheerless Leviathan of the corporate state.

Roy Publ's is the most thought-provoking contribution. He concentrates on two ideas: the disintegration of conventional "family life" and conventional "work". The growth of bureaucracy is one of his enemies; the corporate state is another.

to a language in its own right, with a literature they could be proud of. And, as happens during the present and past centuries in several countries in Europe, the question of the use of this new language as the medium of instruction in schools became an issue of the greatest emotional significance.

The solution to the problem which was adopted was the establishment of dual medium schools, as they were called, and as Afrikaner nationalism became stronger and stronger the key issue became the demand for the abolition of such schools, so that Afrikaner children would be taught only in their own language.

Victory in this campaign became one of the main aims of the Afrikaner Broederbond, the secret society which built up the political strength of the Afrikaners and, after the National Party victory in 1948, has played a very large part in ruling South Africa.

This quotation from the book will serve to show how it has influenced education. "If a person was approached to join the Broederbond and turned down the offer, it was a black mark against him.

Not long after the outbreak of the troubles in Soweto in June last year South African papers stated that in 1943 Mr M. C. Botha, then a prominent member of the Broederbond and now Minister of Bantu Education and in control of African education, had signed an order from the Broederbond to its members ordering a strike by Afrikaner parents who should refuse to send their children to dual medium schools.

Generally speaking for the Afrikaners their national loyalty was not to white South Africa as a whole, but to Afrikanerdom, as it was often called. And this loyalty found expression especially in the development of the language, Afrikaans, from a dialect of Dutch

threatens to move deeper into recession. As a recipe for election year, with a good excuse for tax cuts and measures aimed at stimulating investment and employment, it offers Mr Callaghan everything he could ask for.

Pre-school campaign

One good resolution for 1978 - especially if it is to be an election year and a year of orchestrated euphoria - would be to reinstate pre-school needs as an agreed priority.



Children on the streets of Soweto.

When the National Party came to power, the new government concentrated on the changes it had fought for in the education of white children and dual medium schools were abolished.

There were protests from the teachers and "school boards" of white schools, which had not been considered by the government.

But I was not ready for the way the children were treated. I was shocked to see that a child of 13 or 14, and not I think anyone else in South Africa, would perhaps be a mystery for some time. It is certainly a sign of the times.

What is clear is that the struggle now between black and white in South Africa is education. It is essential for us to know something about the education in South Africa.

Immediately after the disturbances on June 16 last year the police said they were the result of work by "agitators".

blizzard, those already on the ground were about to be completely blown away.

But the case for a comprehensive pre-school care is overwhelming. Both parties have pledged to increase provision.

The Cambridge Syndicate GCE board has been cooperating with the East Anglian CSE board since 1971, conducting pilots in five subjects since 1973.

Such a consortium would not, of course, be a panacea, but it would have to be a change in legal powers under a permanent system, so that the joint committee structure would have the final say in exams.

Two working groups were set up: one on content, and educational feasibility. The costing group, which were of the need for a high degree of accuracy for comparative purposes, and the importance of hidden costs like travelling between co-operating schools, are confident that they can do better and get further on coming than the Schools Council.

Some of these developments, in fact, point logically to the proposed coordinating groups as the next stage in the gradual introduction of a 16-plus exam.

But the case for a comprehensive pre-school care is overwhelming. Both parties have pledged to increase provision.

Teachers' auxiliaries with pedagogic skills helping people to learn are skills which also feature in Mr Rutherford's twenty-first century vision.

The Associated Examining Board co-operate in order to set with the South East, Midlands, and West Yorkshire and Lindsey CSE boards. They have common papers in around six subjects that have been running for four years.

It is sometimes suggested that as the Afrikaners had to fight to gain their present position they ought to be able to understand the point of view of the Blacks.

Some of these developments, in fact, point logically to the proposed coordinating groups as the next stage in the gradual introduction of a 16-plus exam.

Perhaps I should explain that when at a South African University in the sixties I spent much of my spare time teaching in the senior classes of the secondary schools in Soweto. I was well aware how politically conscious those children were. They never discussed the contemporary situation with me.

In 2002 'they'll leave at 13'

The school-leaving age will be lowered to 13 by 2002, says Mr Derek Rutherford, head of Holland Park comprehensive school.

The movement towards voluntary schooling was begun unintentionally by the Children and Young Persons' Act in 1969.

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Report reveals gap in care for under-fives

Twice as many children need day care as receive it, according to a survey by the Department of Health and Social Security.

Between two and 10 per cent of children use in real need of day care, says the report.

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Third of Irish pupils hate school—survey

Many teachers know students find their subjects boring and useless but they cannot do anything about it. Nor do they attach as much importance to examination results as these students do.

Teachers underestimate how seriously minded their pupils are, and overestimate their interest in pop music, dancing and eating money, says Mr Raven.

Responsibility for initial and in-service training of teachers rests on Ministers in the teachers' branch of the Department of Education and Science after 15 years of being classified as higher education.

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DES reshuffle for teacher training

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This follows a scaling down in the size of the higher education branch.

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Advertisement for Keys to Chemistry by Graham C. Hill, published by Hodder & Stoughton. It includes a list of titles and prices for Pupil's and Teacher's Books, and promotional text about the new series.











MEDIA PERSON'S CALENDAR 1978

Table with 12 columns (JANUARY to DECEMBER) and 3 rows of illustrations and text. Includes activities like 'First recording of ETN programme', 'Spring clean: dust out cupboards', 'Speech day - record the headmistress's speech', and 'Christmas show: lighting, set up sound systems, video recording equipment for the annual pantomime'.

Audio-visual awards

To encourage use of slide/tape presentations in schools the National Committee for Audio Visual Aids in Education this year arranged the first of what it intends shall be an annual series of competitions. Results of the 1977 competition were announced this month.

First award in the primary sector went to Crowlands Junior School, Rufford, Essex. In the secondary school section the first prize went to a team from Welton High School, Welton-on-the-Hill, Staffordshire. No award was made in the further education section.

Going to work on an egg

A new schools Cookery Award Scheme has been organised by the British Egg Information Service and Goldenley Eggs. Entrants have to prepare a dish made from six basic produce: an original sweet or ingredients, with a possibility of adding up to three other ingredients of his or her choice.

Kid's Cambridge

For residents of or visitors to Cambridge, the Tourist Information Centre has produced Kid's Cambridge. The booklet covers all sorts of interests from rugby to reading, from dog-fantasy to dentistry. There is also a section on places to see and explore with a guide to rest observatory.

Slide viewer

Gateway has introduced a new slide viewer for use by individual pupils or small groups. It can take up to 24 35mm mounted slides and has a lamp which is guaranteed for one year. The Palma slide viewer complements the Palma filmstrip viewer. They cost £42 and £34 respectively, plus carriage and VAT.

Imaginative programming

The computing laboratory of the University of Kent at Canterbury is organising a competition designed to promote awareness in schools and universities of the computing needs of industry and commerce.

Kent Software Trophy

The prize is a Kent Software Trophy to be held until the competition is next organised plus £300 in cash. In addition, the computing department of each winning institution will receive £50 and each will be 20 merit prizes of £10 each.

The pupil...

As a 17-year-old A-level candidate in the sixth form of a comprehensive, I have never attempted to acquire the theories of sociology. But inside the walls of my own school I have become aware, through practical experience, of the true aim of education in our society—to maintain and preserve the status quo.



remedial and "lower ability pupils" being segregated from the rest of the school, and abandoned to become a subject of contempt. In my comprehensive there were, until I entered the sixth form, follow pupils whom I had barely seen since the first year, because of separation on grounds of "lesser ability".

... the undergraduate

Ian Kellas

As the last of the white-faced examiners emerged triumphantly from the Oxford Schools building this summer, to officiously ministered with champagne by waiting friends in a heaving scrum along the High Street, I was tempted to ask whether the whole thing is not a little out of date.

So what is wrong with it? Firstly, exams test some valuable skills: the ability to think quickly, to be clear and concise (and, of course, to be lucky). But they ignore other equally important qualities. There is no chance to produce a well-considered or polished piece of work.

... and the mature student

Vera White

Like Robinson Crusoe, most widows find themselves suddenly stranded, not on a desert island, but in a lonely home. Like her, they often have the necessities of life, but lack that which makes life worth living—congenial company and love.

What about my fellows? Apart from a few older men (generally retired from army or air force and living in colleges as very senior students) I was alone, but not isolated. The undergrads seemed more friendly and a lot less class or age-conscious than in the past.

five exams, with a viva. I began to wonder if I was mad; I consulted one of the older men: "Yes," he confessed, "I am in a panic. What will my sons say, if I had up with a third-class degree?"

I decided to take some Savatogen and stick to basic books and early nights. I found that some fellows in extra Gloucos. On the day, some took snoring-salts, and a few advised small pins of brandy, secreted in a handbag!



16

# Crawl now, read later

by Don Ryder

The effect of dominance on the ability to read has gained wide publicity in the UK during recent years, thanks largely to the work of Glenn Doman and Carl Delacato.

Their method, described in Delacato's book *A New Start for the Child with Reading Problems*, has been an integrated part of our remedial reading scheme with the last five consecutive year groups, although our approach now is much different from that which we used at first. Then, we tested the method, which had been devised for parents to use at home, with a class-size group of pupils in school conditions. Otherwise, we adhered to the recommended procedure as faithfully as we could.

Because of the size of the group, my colleague—who had first told me of the system after a visit to Philadelphia—and I had to spend a great deal of time in preliminary testing for developmental failure. Our first major change has been to dispense with the preliminary tests and to include those children whose reading age on entry at 11 plus was below nine years.

Our streamlining of the qualifying procedure has reduced the amount of developmental information we have about individual children's deficits, but, as the saving in time helps the scheme to remain viable in competition with the demands of a busy teaching day, we find it acceptable.

An indispensable feature of the original programme has been the meeting of the parents, when my colleague and I briefly explain the Delacato system, and the head of remedial services in the school leads the interviews that follow. We have found these meetings provide us with strong home support in every case and, in some instances, information that we should otherwise not have had about children's early years, or even perinatal mishaps.

As our work has progressed and begun to show worthwhile results, we have been sustained by the interest and moral support of several of our colleagues, especially the PE staff, who regularly undertake part of the exercise coaching each week.

We no longer teach each set of exercises in isolation or in strict sequence. Formerly, the children spent three weeks at least of the daily exercise solely on each stage of the programme, each of the four stages corresponding to a stage of development towards hemispherical dominance.

The first stage comprised a means of progression along a smooth, clean floor (in the

gymnasium) while in a prone position with hand and knee of one side "raised" and the head turned to face that side. By heaving and thrusting and turning, the children move forward and face the other side—and so on repeatedly, as they move down the gym. Once a degree of skill had been attained (not always easy to do, for the whole movement is laborious) we all found this one a little dull.

In the second three-week stage, the children used to learn and practise crawling on all fours with a smooth, rhythmic cross-pattern movement of the limbs, i.e. extending and bending the arm and leg of the same side alternately with the limbs of the other side. Again, we found that not all children could do this.

In the next three weeks they learnt cross-pattern walking and running. Besides the bodily movement in each of these stages, however, there were sight and hearing exercises specifically for each stage to be done daily and corresponding to development of the pons, mid-brain and cortex. In that order.

Now we incorporate the three stages into a single, "assault-course" type of programme, which runs for nine weeks. To increase interest and assist development, we have included a number of new activities—forward rolls, donkey walk, balance-walk on a bench or bench-rib, and brachiation along a raised beam.

Since the changeover to the assault-course system there have been no drop-outs: in each of the first two years two children had withdrawn.

The fourth stage of the original programme was always the pupils' favourite, and so we have retained it without alteration. In this stage we try to reinforce the dominance of the hand, eye, ear and foot of the same side by practising skills with small and large balls, pens, marbles, scissors, pencils, toy microscopes, etc. every day for at least six weeks.

Throughout the course, and afterwards, we try to persuade pupils to reduce their intake of sweets, sweetened drinks and foods with artificial flavouring and colouring, and we ask parents to help in this.

Another change that has taken place involves the remedial reading lessons. In our first trial year there were no additional lessons besides those which took place in normal English periods—at that time five per week. Then, after the 15-week Delacato course, the group's average improvement in

reading age was 0.6 of a year: one child had improved by a full year. Now we have continued with extra remedial reading lessons throughout the course—and the gain in reading age has improved: in 1976 to 0.7 of a year and to 1.3 in 1977. These figures do not, of course, include any gain made by pupils before or after the 15-week period, when "normal" remedial reading work takes place without the Delacato exercises.

These results are not directly comparable, as other factors were involved: higher starting thresholds, differing withdrawal systems for remedial teaching, etc. As we have no control group, and can see no justification for having one in the school, we are not able to draw conclusions or make claims that are scientifically justified.

The morale of the pupils has been greatly



enhanced because of their new-found success in physical skills and by their belonging to a *coup d'Etat* that is its status among their peers. Almost all of the children have been able to return to normal, non-remedial ability or settled classes with little or no need of further help from remedial services.

Some have overtaken form-mates who had never been considered as being in need of remedial help, and are vying with the best achievers in their year group. Obviously not all do this, but it is evidence which we know, as teachers, to be valid.

A feature that is also unchanged is the low cost of the equipment that we use: large plastic balls, marbles, scissors, comb-tooths, newspaper cards, toy microscopes, a toy telescope, home-made bagatelle board, and scrap paper.

Now, thanks in large part to the TES, we have had correspondence from all parts of the UK (see much appreciated) and have spoken to teachers and others about our work. Some schools have told us that they are now using the Delacato method, and we hope to hear of others, so that we may learn from their experience as they have ours.

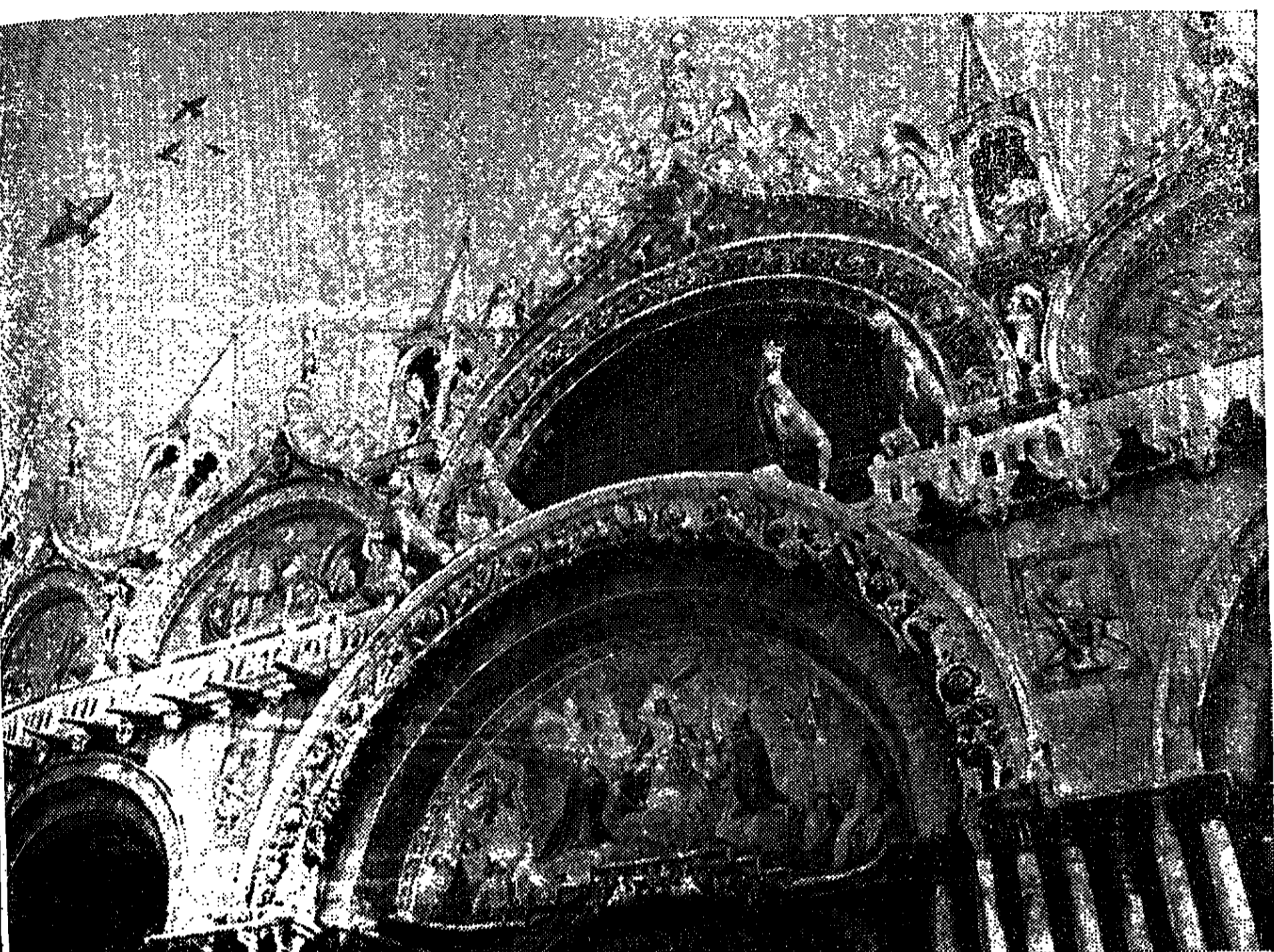
To those teachers who wish to try the method outlined here we suggest that they should work in pairs or with a small but determined team. They will need to know their theory pretty well before they start work (parents can be very searching in their questions), they must have a regular time for daily work, and, ideally, they should have supportive visits by those who can do the work and give advice that is practical and based upon school experience.

Unfortunately such people do not yet exist in the UK, although one county has visiting teachers who are experienced in Delacato work with individual children.

The exercises alone are not a total remedy substitute for a structured course of remedial reading conducted by handwriting staff. We find they have the effect of a catalyst, say, in making the reading course more productive and pleasant.

We look forward to the day when all children will have done their developmental work at home, as babies and toddlers—but that is another story, involving another service.

Don Ryder is head of lower school, Walling School, Northamptonshire. The original article appeared in the TES of 9 January, 1976.



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## Children of violence

by Patricia Goldacre

In a newspaper recently, I read that a boy whom I taught in an assessment centre for six weeks nine years ago had been sent to Broadmoor "without limit of time" for raping and murdering an 86-year-old woman. It seems like yesterday that we were in the classroom together, and he was pushing his teachers to the limit of tolerance and skill.

How important it is in the development of our skills to follow up what happens to our pupils, and how rarely we have this opportunity. What could we have learned from him then that would have assisted in the prevention of what he has now done?

The child care staff of the assessment centre, 21 members, criticised the teachers for "failure to control" the boy's behaviour in the classroom. They had four times the staff-child ratio of the national unit. I sensed at the time that this boy was different, in some important way from our other emotionally disturbed, disruptive, deprived pupils from tragic backgrounds. Wherein lay this difference?

This was not my first time to find that an individual I had taught in a setting for severely maladjusted children had later committed a crime of violence. Other teachers must have similar experiences.

Not long ago I read that a 16-year-old whom I remember as a confused, emotionally deprived boy of nine, was convicted of the attempted murder of a child of four. I can imagine in this case that he did not know what he was doing. He failed to learn to read, too.

I puzzle over the difference between the two boys. There was a difference when they were children, and there is a difference between their crimes. One was convicted of attempted murder, the other of actual rape and murder; the newspaper report was detailed in its description of savagery. The old lady had just been to Mass. The boy had been brought up to be religious. I wonder if he met her there.

Whatever this boy did was deliberately and thoroughly done. He was literate and numerate by the time I taught him. He acted from feelings of hatred, cold intellect and serious violence. He was good at mathematics. He had been well taught at a religious school, where he was severely camed whenever he misbehaved. (What else did he learn besides mathematics?)

He was a member of a big family. They were homeless. They were housed in part 3 accommodation. The family was split up.

This boy rubbed with violence other families in the large, homeless families ghetto buildings. He and an older brother were taken into care, and placed in our reception assessment centre. The older brother was a smaller, milder, not so clever boy. He followed where his stringer, younger, dynamic brother led.

I remember him in a school setting. I had to call the police, the only time I ever had to do that. The boy continually switched off the ignition of the van I was driving as we were going along in traffic, and all our combined efforts could not persuade him

to desist. He was impervious to social pressure.

The police drove him home. He told them he was nine and put on an innocent, poor little boy act. In fact, he was 13.

Another time, which I shall not forget because it gave me some insight into him, he kept putting his head out of the van as we drove along on a school outing and I said: "Keep your head in, you might get killed."

It might have been better if he had been, I know now. I think he knew that then, for he yelled into the traffic: "Take me home. I'm ready to come." He was deadly serious.

I sensed he was serious, and the other child, who sensed it too, and was very quiet.

He was assessed as being maladjusted and was sent to a school for maladjusted children. From there he was sentenced to Borstal for carrying a knife. When I know him I know that the boy's feeling self was set in hatred of the outside world, fantasies of violence and despair about himself. I am sure this was so when I met him, and I cannot believe he changed.

The schools for maladjusted children who nobly accepted him were accepting the sort of uniquely unresponsive individual whom they are very occasionally called upon to educate. Response was apparent sometimes, reported as telling the court that he has a "psychotic personality". I knew him for a short while as a real

live human boy who let me know the depth

of his despair and his desperate and self-destructive feelings. I think he was the creation of whatever went wrong for him in early infancy, not helped by his education system (that tried to mould him in his early school years), nor helped by being herded into a ghetto building for hopeless families with only some members of his own family, not helped by being taken from that not helped by the particular emphasis on religious teaching he received in primary school. What other circumstances could have influenced?

Other circumstances he might have known into the intelligent, sensitive and loving individual for which he had the potential at birth. Instead, he grew to experience appalling destruction of another human being whom momentarily he had in his power, bringing to a climax the virtual destruction of his own self.

We have to accept his total removal from our society. We have also to accept the failure of social and educational remedial measures for the very rare individual whom things have gone so far wrong by whom more than ever we have to seek always to know more about how to put them right. Nobody knows at present.

Patricia Goldacre has worked with maladjusted children for a number of years, and is a member of the editorial board of "The Psychiatric Education".





If the mask fits, wear it

Malcolm Troup on the sociology of music

Whose Music? A Sociology of Musical Languages. By John Shepherd, Phil Virden, Graham Vallian...

lack of control over knowledge. A variety of which Les Strouss's work on Mythologies should long since have laughed to scorn.

After all, isn't music composed of notes, rather than sounds? It is sheer dread of impermanence that I might well be argued that we never hear the same sound twice.

Turning of the tides

Loren Treacher on theatre and education

Turning of the tides. Loren Treacher on theatre and education. Community theatre group who perform on local and national...

Pièces de résistance

William Brooks

An Introduction to the French Theatre. By Peter D. Arnott. Muenchlin. £8.95 333 17647 2.

The conditions in which actors and playwrights worked are studied, and their relationship with each other and with the public. Molière's...



Avon Touring Company in 'Face Value'

Tartuffe and his kind

Peter Hebblethwaite on Molière

ambiguity of human behaviour and of the closeness of vice and virtue: this, is the human comedy.

Portrait of Artist as Fair Youth

Ralph Berry

Shakespeare by Hilliard; a Portrait of Shakespeare. By Leslie Hotson. Chatto and Windus £5.50 7011 2226 9.

opinion dates them 1593-96, for reasons that I think immovable. Similarly, Mr Hotson needs an early date for Love's Labour's Lost, to complete his picture.

Magpie musicians

Christopher Griffin-Beale on television

After a difficult, perhaps, of Christmas television, it would be a pity to miss this afternoon's Magpie Special (TV 16.30).

From inside the bell jar

Hermann Peschmann

Johnny Panic and the Bible of Dreams and other prose writings. By Sylvia Plath. Faber £4.95 571 11120 3.

Following yonder star

Hilary Finch on Christmas shows

If one were to look down from heaven and bear all the Christmas musical activities that had been going on in schools throughout Britain, the result would surely be deafening.



A scene from the first performance of an opera by Alan Ridout, based on Oscar Wilde's 'The Selfish Giant', composed for and performed by Lady J. Thorahill Primary School, Wye, Kent, on the first weekend in December. Roderick Williams sang the part of the giant.

It was easier for them in the smaller setting of the parish church of St Dunstan, Bellingham, south east London, where the children of Athelney primary school had been busy colouring every programme for their production of Follow the Star.

The outrageous, and sometimes even spinechilling Herod (Charles Miller), a cross between an Ugly Sister, and his camp counterpart in that other Supernatural show, and his engagingly cheeky and energetic guardian angel, Chicago (Paul Kender), stole the show, for me.

Deadlines for entries in the Royal Court Young Writers Festival 1978 and the Hear Me! scheme have been extended. Entries for the festival should reach the Royal Court Theatre, Sloane Square, London, S.W.1, by February 28.

be sent to the theatre by then, but poetry, prose and projects to Helping Hand, 8 Stratton Ground, London, S.W.1 by the end of March.

Harry Judge takes a slice of chance at some of the issues of '77

# Goodbye to a slippery year

Overheard before Christmas: Will UCET pressure affect the RAC/LEA view of the H and the ATO/DES courses without reference to NATFHE while ACSTT deliberates on a UDI for the UDE's without consulting either NAS/UWT or the UGC through the CVCP?

A new year resolution might well be to avoid acronyms, and as a contribution I propose the creation of a Campaign for the Reduction of Acronyms in Public. That, though, might itself create some problems...

Taylor happens, the prizes of prestige and success in the headmastering business will go to those who batter their opponents to death with reams of paper—especially if the print can be reduced to the most fashionable size at which it becomes totally illegible. The next stage, be assured, will be that of the microfiche.

Meanwhile, a head who wishes to modify his curriculum, or reintroduce a little gentle beating, or (more probably) simply to distract the attention of his fellow Governors from what is really happening, will need only to produce a couple of hundred pages, with bibliography but without a summary of recommendations, to introduce a three-year discussion of a change he never had time to make, and no longer believes in. So the nightmares of the School Council and the Taylor Report reinforce one another. And all because no one is prepared, or allowed, to rule.

leaves the NUT and is no longer to be parodied as the lawless voice of barbarous nihilism.

Faith in the Schools Council ebbs as rapidly as the faith of the theologians themselves (and that would take some beating). Parents, H.M.s, Leas and that deeply mysterious entity "the Community" all want to take over from the teachers. Pupils, when the intoxications of 1968 return (as they surely will), will quite soon want to take over as well.

So what are the teachers up to? The Taylor Report, which might have been greeted as a bulwark against the mechanistic power of Leas or of a changing DES, is tossed aside as a busybody's charter. The most restrained of requests by the government for information on the curriculum is rejected with a surly "Shan't tell!". Not very encouraging for the future.

And who are we as teachers? public opinion, suitably inflamed by the Tyndale Report and sinister rumblings about Marxist infiltration, pillories teachers as bearded weirdies, steeped in sociology and preaching revolution and illiteracy. Social surveys depict the typical teacher as nostalgic, suburban, washing his motorcar, voting Tory, playing badminton and going to Spain for holidays. Puzzling indeed.

schools, more religious morals.  
The ballet deserves a prize is offered a suggestion.



## The seven ride ag

Unreliable rumour has it that Sinister Seven, members of the James Committee (dead now long years), met shortly before winter solstice on a moor (Blubberhouses?) to eat, get let and chant their Conclary Recommendations. Even if not, the posthumous history report has certainly been a one.

It seems to be the fate of and not only in education, understood, calculated, holed, or even ignored at James was certainly not the most entertaining aspect. Reception has been that comfortably entrenched and deeply scorn upon its policy: happily presiding at fulfilment. And all this of the fact that Governor ruthlessly roys and mows in its own response.

But see what has happened. ATO's have dissolved, (sadly) nothing has been whipped into existence to them. The monochrome dropping below the horizon, teacher training has moved to be peacefully into the sector.

The high prices of its express, in the public mind, doubts about the survival of that strange and small qualification. The new REF even look like their own parts of the 1960s. Educationists are now themselves the educational theory of it—with its claim of fundamentalism a bad name.

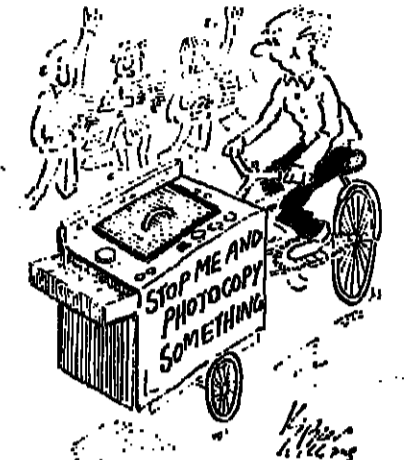
It is confidently predicted by 1981, more or less certainly, that half will have followed the PGC's—sitting with their feet in conservative path of education which James swam which Jim Porter has pounded in his recent book. He goes multi-cultural. His academic standards in education are defended stoutly by the CNAA than verities, anxiously facing a contraction. The light, therefore, although it is in many places, is those unsuited to teaching alternative qualification, a humdrum exit from a grade course.

But perhaps the greatest quietly and purposefully over the past five years, schools and teachers themselves, between schools and institutions, have been your belief. Professional have sprouted up. The of Cambridge now believe education should be profession working in education is now a firm proposition. The probationary year about a wearisome death. Even a wicked person filling the row support as at the money for which our fought, better times will past-experience education. Still a few things left of but enough in all this for an aged teaching profession itself a Happy New Year, feel sick at the same time.



## Who is Shirley Thatcher?

I have taken to standing in the streets with pencil poised, stopping teachers (and others) as they totter out of M and S and asking them about N and F. Who really understands where that particular Little Great Debate now is? Some think the proposals have already been accepted. Some think that Shirley Thatcher or Margaret Williams rejected them. Some think they are being considered by a special committee under the chairmanship of a retired man from the Home Office, called Oakes. Some don't think at all.



## Jigsaw

Struggling to make sense of the educational scene at the turn of the year is horribly like trying to put together the various pieces of different, and incompatible, jigsaw puzzles. That must be one of the more maddening of family activities in the dog days that follow Christmas.

How does this bit of battlement fit into that tree? What has this elephant's tusk got to do with St Paul's Cathedral? (I once had a jigsaw of La Sainte Chappelle, but that is quite another story). Looking at the 1977 attitudes, images and actions of British teachers produces the same sense of helpless puzzlement.

What are teachers now, and what are they trying to do? The 1960s were—how boring it is to keep saying it—the halcyon days. When everything became bigger, more generous, more ambitious, richer, it was easy to take a simple view about teachers.

That simple view, by a happy coincidence in the history of the jigsaw, fitted neatly into all kinds of other places. The best teaching was the teaching in which the best teachers believed. If they believed in it they ought to control it. Controlling it meant being left with undisturbed sovereignty in the classroom, coupled with impregnable majorities on national bodies, like the Schools Council. So the teaching profession, in Middle Wullop and Holgrave Square, was omnipotent.

That omnipotence, in its turn, produced a happier Britain and—until Lord Valzev lost his faith (a few years before he lost his common sense)—a more prosperous one as well. Mostly, this refreshingly clearcut belief slotted into an equation of teachers with the NUT, with a few polite and spectral footnotes from the ghosts of the grammar schools in Gordon Square, and a few unwell insults from Mr Casey's outlaws.

But not any more. Nobody any longer believes that NUT control, or any union control, is the same as teacher autonomy. It could be exactly the opposite. The Julian Four has become Three and may become Two, and the Secondary Heads of Association boldly proclaim itself the leader of secondary education. The NAS-UWT chal-



## Politics on ice

Politicians are the experts on ruling, and they know how to tell us what to do, and how to differ from one another. To do this? Politics used to be a jolly battle between those who wanted Home Rule for Ireland and those who didn't, those who wanted war and those who didn't, those who rejected the Union of the Church of England and those who didn't, those who liked Protection and those who didn't, those who imposed prescription charges and those who didn't, those who liked grammar schools and those who didn't.

But the battle has become a winter ballet, with the principal boys and girls performing leaps and arabesques on ice in the thickening snow. In a background of lively but shapeless music, the only rules are to keep on the ice, stay upright (most of the time), and never find yourself in the same position as a member of the other party.

But as Jim buckled on his skates and Norman shook the frost from his hair, and Rhude's careered uncontrollably to the right, and Shirley whirled about (always a little behind time), devotedly trying to discover where everybody else was, the retreating audience sat numb and bemused.

A year which began with the stern edicts of a Labour Prime Minister baring the muddy progressives (that is us, fellow readers) for neglecting mathematics, the competitive ethic, and the insatiable appetites of industrialists who needed apprentices and not sociologists, ended with a shadowy minister sweetly proclaiming the Conservatives as the best friends of the comprehensive school. Meanwhile, everybody tried to be for more rigorous assessment, more attention to the able, more parental choice of schools, more autonomy for schools, less autonomy for



## Tinker Taylor

One of the worrying results of technology has been to make it all too easy for bodias and persons, large and small, to multiply paper and copy everything for everybody. In simpler times, before we were crazed by communication, you expected to be told something, given a summary of it, or told where to read it. But the copier, and allegedly cheap methods of printing, now rule. This makes all the more alarming the prospect of a wild interpretation of parts of the Taylor Report, if it means what it says.

The report itself has had a patchy and mildly puzzled reception. There is, indeed, something a little odd in the coincidence of the publication of a report advocating local control and community involvement, with a whole set of developments emphasising central control (or intelligent influence) and the elevation of the power of the Leas. But that may be because reports take a long time to write and are often reflecting the moods and prejudices of the year before last, when participation was beautiful.

It is not only touchily jealous Leas which turn pale at the thought of the frenzied clicking and flashing of the photocopiers of England. It

All this sad ignorance is not the fault of the Schools Council, unless it is a fault to tell too many people too many things. Perhaps it is. After all, men can die from over-eating and engines won't run if they are flooded with petrol. And who could cope with the great volume of constitutive material rolling along the sluices from Great Portland Street? Suspicious persons, contrasted with innocent pedagogues, might indeed scent an extensive conspiracy here.

Once a decision in principle (a phrase, incidentally, that should finally be outlawed in 1978) is taken, the machine starts, the massive gears of consultation are enmeshed, resources and reputations are committed. The big question is divided into one hundred small questions, responses and qualifications are collected and collated, tiny cosmetic adjustments made (why not F and N, for example?), honour satisfied.

But what else could have been done? It is easy to see that there is something profoundly wrong, flabby, nerveless and boring about the processes of examination or curriculum reform. But unless the tiler is seized by a strong hand, this might be the best we can do.

## Crossword No 1,117

13 Go way back (10).

**Down**

2 Partners in Continental dressing (2, 3, 7).

3 Death mask of the spirit of nature? (4, 3).

4 Points away from the eye (6).

5 Part of the mast (5).

6 The semblance of a double piano (4, 2, 3, 4).

7 Bonyan's real big brother (10).

8 Evidently caught the same wick (5, 5).

9 Case for the camp (3).

11 Piece that is sound all round (6).

12 Yalangar, wrapped in (10) (5).

**Equation to Puzzle No 1,117**

10 Sibbant + anacanda hiding in the Bush (7).

11 Cuban smoke city (6).

12 Let in for cargo (6).

13 Official statement prepared for a bank (7).

14 Might well be OR as a king (3).

15 Disputation according to the law (5, 3, 2).

This space is blank because of un-official action by members of the Society of Lithographic Artists, Designers, Engravers and Process Workers.

1 Not however, the English equivalent of the New York Stock Exchange (6, 4).

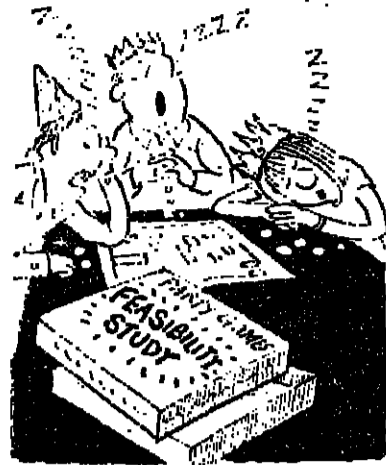
2 Needs no doubt a social sense of well-being (7, 5).

3 A quick-saw effort (3, 2).

Harry Judge takes a slice of chance at some of the issues of '77

# Goodbye to a slippery year

**Overheard before Christmas: Will UCEP pressure affect the RAC/DES courses without reference to NATFHE while ACSTT deliberates on a UDI for the UDE's without consulting either NAS/UWT or the UGC through the CVCP?**  
A new new resolution might well be to avoid acronyms, and as a contribution I propose the creation of a Campaign for the Reduction of Acronyms in Public. That, though, might itself create some problems...



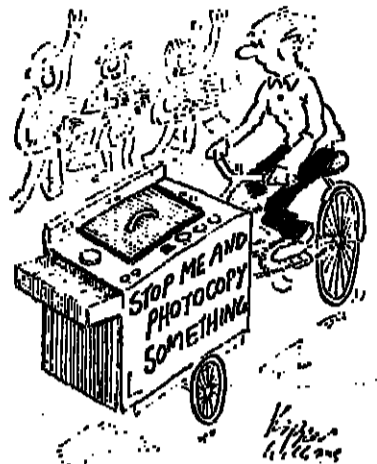
## Who is Shirley Thatcher?

I have taken to standing in the streets with pencil poised, stopping teachers (and others) as they totter out of M and S and asking them about N and F. Who really understands where that particular Little Great Debate now is? Some think the proposals have already been accepted. Some think that Shirley Thatcher or Margaret Williams rejected them. Some think they are being considered by a special committee under the chairmanship of a retired man from the Home Office, called Oakes. Some don't think at all.

All this sad ignorance is not the fault of the Schools Council, unless it is a fault to tell too many people too many things. Perhaps it is. After all, men can die from over-eating and engines won't run if they are flooded with petrol. And who could cope with the great volume of consultative material rolling along the sluices from Great Portland Street? Suspicious persons, contrasted with innocent pedagogues, might indeed scent an expensive conspiracy here.

Once a decision in principle (a phrase, incidentally, that should finally be outlawed in 1978) is taken, all else follows. The machine starts, feasibility studies grind forward, the massive gears of consultation are enmeshed, resources and reputations are committed. The big question is divided into one hundred small questions, responses and qualifications are collected and collated, any cosmetic adjustments made (why not F and N, for example?), honour satisfied.

But what else could have been done? It is easy to see that there is something profoundly wrong, flabby, nerveless and boring about the processes of examination or curriculum reform. But unless the tiler is seized by a strong hand, this might be the best we can do.



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Taylor happens, the prizes of privilege and success in the headmastering business will go to those who batter their opponents to death with reams of paper—especially if the print can be reduced to the now fashionable size at which it becomes totally illegible. The next stage, by assured, will be that of the microfiche. Meanwhile, a head who wishes to modify his curriculum, or reintroduce a little gentle bending, or (more probably) simply to distract the attention of his fellow Governors from what is really happening, will need only to produce a couple of hundred pages, with bibliography but without a summary of recommendations, to introduce a three-year discussion of a change he never had time to make, and no longer believes in. So the nightmares of the School Council and the Taylor Report reinforce one another. And all because no one is prepared, or allowed, to rule.

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That simple view, by a happy coincidence in the history of the jigsaw, these days—into all kinds of other places. The best teaching was the teaching in which the best teachers believed. If they believed in it they ought to control it. Controlling it meant being left with undisputed sovereignty in the classroom, coupled with irresponsible majorities on national bodies, like the Schools Council. So the teaching profession, in Middle Wallop and Bolgrave Square, was omnipotent.

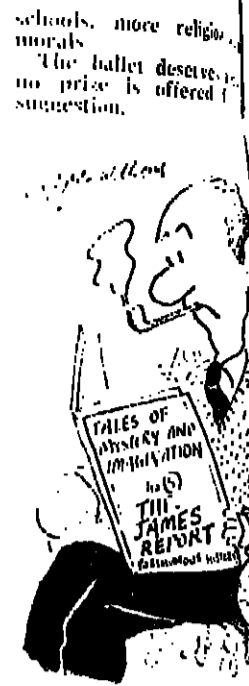
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But not any more. Nobody any longer believes that NUT control, or any union control, is the same as teacher autonomy. It could be precisely the opposite. The Labour Four has become Three and may become Two, and the Secondary Heads of Association boldly proclaim itself the leader of secondary education. The NAS-UWT chal-

lenges the NUT and is no longer to be regarded as the tamest voice of barbarous machismo. Faith in the Schools Council ebbs, as rapidly as the faith of the theologians themselves (and that would take some beating). Parents, I.M.T.s, I.C.S.s and that deeply mysterious entity, the "Community", all want to take over from the teachers. Pupils, when the intonations of 1968 return (as they surely will), will quite soon want to take over as well.

So what are the teachers up to? The Taylor Report, which might have been treated as a bulwark against the mechanistic power of I.C.S.s or of a changing DES, is tossed aside as a busybody's charter. The most restrained of requests by the government for information on the curriculum is rejected with a surly "Shan't tell". Not very encouraging for the future.

And who are we, as teachers? Public opinion, suitably inflamed by the Tyndale Report and sinister rumblings about Marxist infiltration, pillories teachers as bearded weirdies, steeped in sociology and preaching revolution and illiteracy. Social surveys describe the typical teacher as nostalgic, suburban, washing his motorcar, voting Tory, playing badminton and going to Spain for holidays. Puzzling indeed.



## The seven ride again

Unreliable rumour has it that the Sinister Seven, members of the James Committee (dead now long years), met shortly before winter solstice on a moor (Blubberhouses?), to eat a let and chant their Council Recommendations. Even if not, the posthumous history report has certainly been on.

It seems to be the fate of and not only an educationist understood, illuminated, holed or even ignored. James was certainly not the most enterprising and comfortably entrenched in his seat upon his post. Now happily presiding on fulfillment. And all this of the fact that Government has not even responded.

But see what has happened. ATYS have dissolved, (sadly) nothing has been whipped into existence by them. The momentum of dropping below the horizon is a low training has made less, probably, into the sector.

The high priests of the express, in the public pedagogue, about the sacredness of that strange and most qualification. The new DES even look like their own sons of the 1960s. Ed. theorists are now themselves the educational theory of the world with its canon of fundamental disciplines—a bad name.

It is confidently predicted by 1981, more than half entrants to the teaching profession will have followed the PCE—existing with their feet in consecutive paths of educational training which James has, which Jim Porter has, (pounded in his recent book, he goes multicultural). By academic standards in education are defended annually by the CNAA but verities, continuously facing of contraction. The DGB, in many places, are those unsuited to teaching an honourable exit from a course.

But perhaps the greatest quietly and purposefully over the past five years. Schools and teachers themselves, between schools and maintenance, have advanced. Professional have pointed up the UCEP. The UCEP education should be education working in education is now a real possibility. The probationary year is a yearless dead end. A wicked person filled the case. Can you grant the money for which out of thought, better times will go to experience educational. Still a few things left but enough in all this for a new teaching profession. I feel sick at the same time.



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8 Evidently regains the time taken (5, 5).

13 Cask for the camp (7).

14 Plate that is sound all round? (6).

16 Youngster wrapped in towel (5).

**Solution to Puzzle No 1,116**

10 Slittant anaconda biting in the Bush (7).

11 Cuban smoke city (6).

12 Log in for cargo (6).

15 Official statement prepared for a shakin' (7).

17 Might well be OK as a king (5).

18 Disputation according to the law (5, 8).

